

Reform
Support
Network

SCHOOL TURNAROUND COMMUNITY OF PRACTICE
TURNAROUND TEACHER
RETENTION

OCTOBER 19, 2012



AGENDA

- 2:00 – 2:05 Welcome and Introductions
- 2:05 – 2:35 Teacher Retention and
The Irreplaceables
- 2:35 – 2:55 Group Discussion: Turnaround
Teacher Retention
- 2:55 – 3:00 Wrap-up and Next Steps



TEACHER RETENTION AND *THE IRREPLACEABLES*

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Understanding the Real Retention Crisis in America's Urban Schools

THE IRREPLACEABLES

School Turnaround Community Of Practice

October 19, 2012



tntp.org/irreplaceables



***The Irreplaceables* explores retention through the experience of the nation's best teachers, who urban schools desperately need to keep.**

Who Are the Irreplaceables?

OUTSTANDING TEACHERS



IRREPLACEABLES

Top 20% of teachers in studied districts, as gauged by district data

GETTING GREAT RESULTS



STUDENT IMPACT

Generate 5 to 6 more months of student learning each year than a poor performer

IN SCHOOLS NATIONWIDE



SCOPE

4 urban districts, with 2,100 schools, 90,000 teachers, 1.4 million students

The “Irreplaceables” are teachers so successful that they are nearly impossible to replace.



Not only do they get outstanding academic results, they also provide a more engaging learning experience for students.

Secondary-Level Students Responding “Mostly True” or “Totally True”

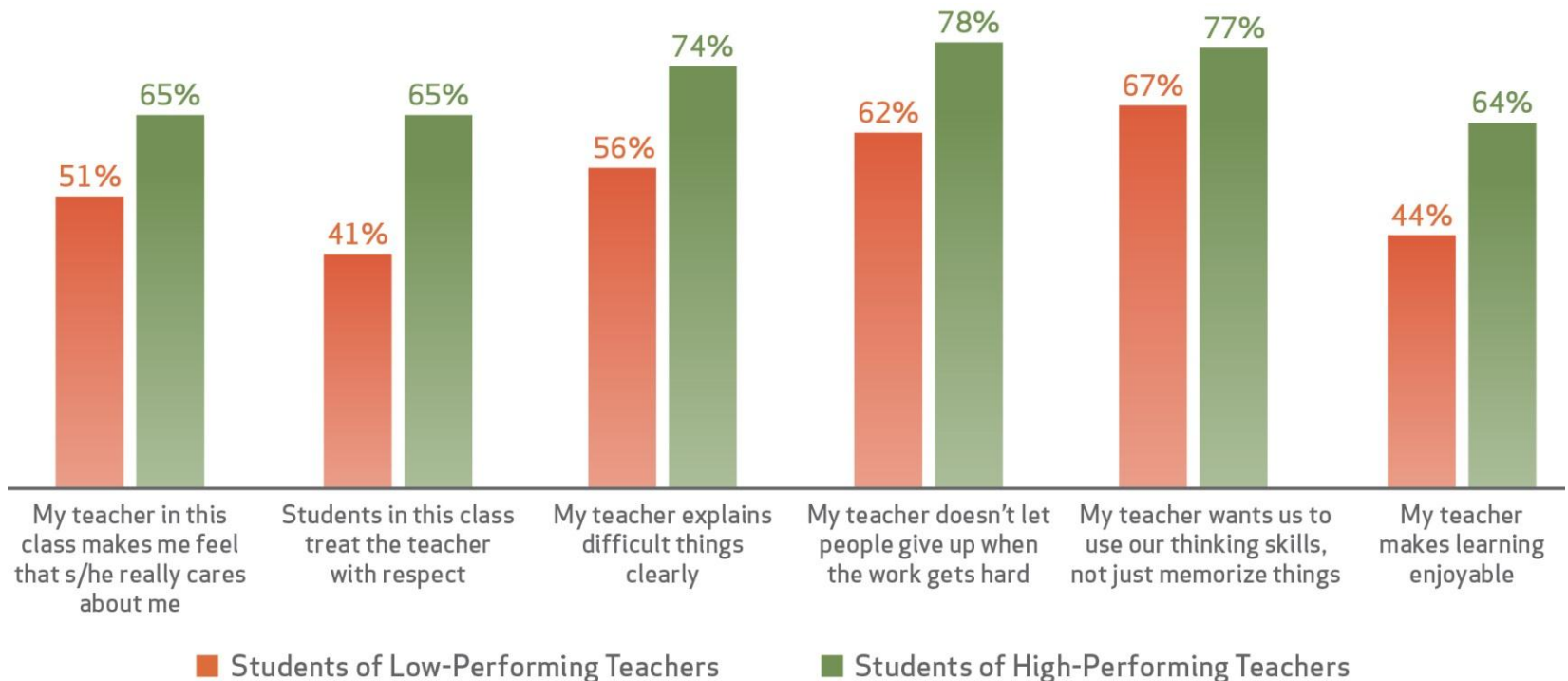


Figure shows the percentage of secondary school students in a class agreeing with a statement about their teacher. The orange bars display student responses for teachers with the lowest student achievement gains (i.e., those in the bottom 20%) and the green bars for teachers with the highest student achievement gains (i.e., those in the top 20%). Data was collected using the Tripod student survey and includes responses from the students of 508 teachers in grades 6 through 8 in six urban districts. Results based on yet unpublished analysis for TNTP by the Measures of Effective Teaching (MET) project, a partnership of teachers, academics, and education organizations investigating better ways to identify and develop effective teaching. Funding for the MET project comes from the Bill & Melinda Gates Foundation. For more information see www.metproject.org.



When an Irreplaceable leaves a low-performing school, the school is almost guaranteed to hire a less-effective replacement.

Likelihood of Replacing a High Performer with a Teacher of Similar Quality

AVERAGE SCHOOL

When a top teacher leaves
only 1 in 6 potential replacements
will be of similar quality



LOW-PERFORMING SCHOOL

When a top teacher leaves
only 1 in 11 potential replacements
will be of similar quality

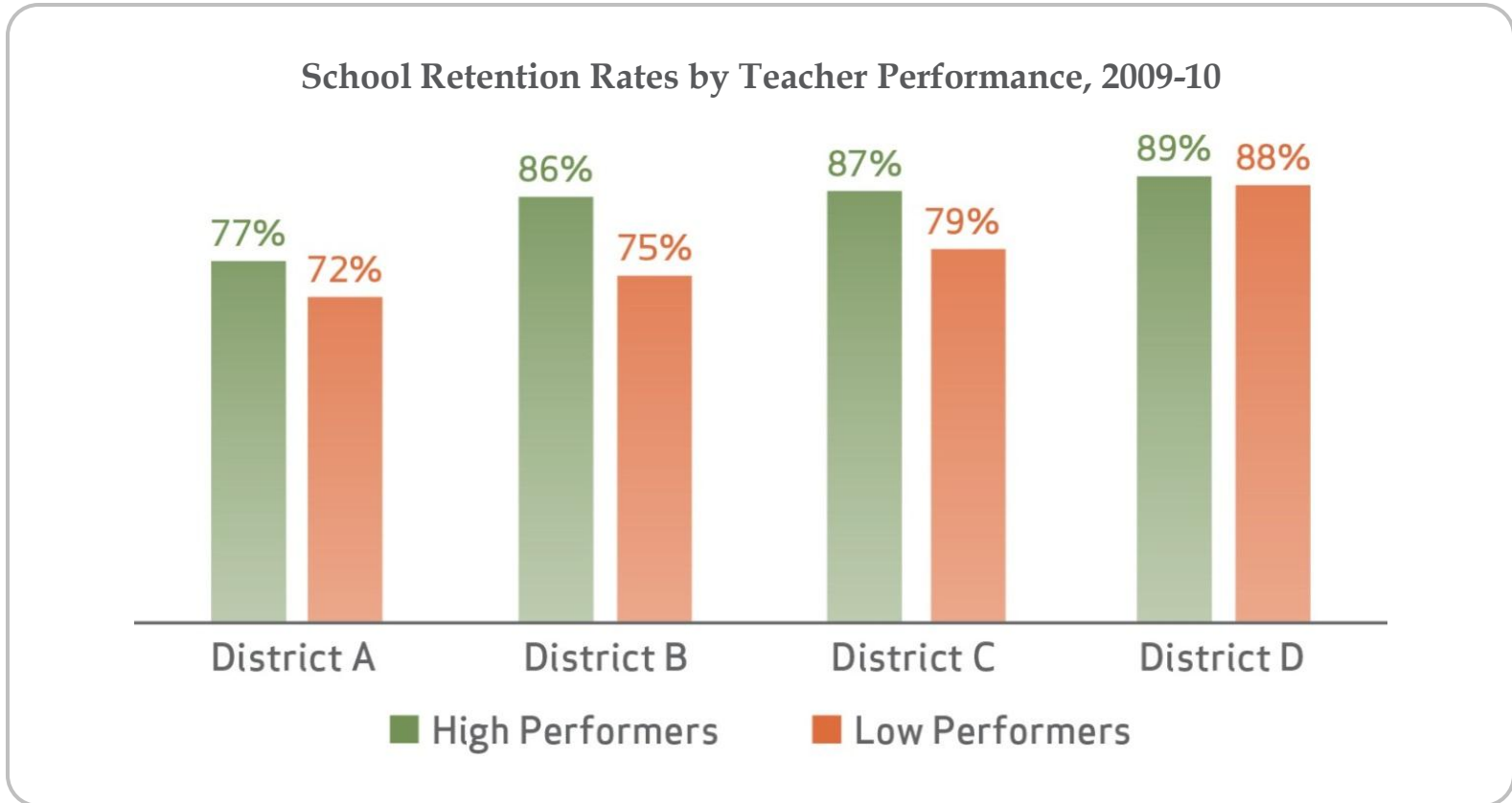


**When a great teacher leaves a school,
it can take 11 hires to find one teacher of comparable quality.**

Estimates based on teachers with value-added or growth data; Low performing schools include schools in the lowest quintile of proficiency by school level; Percentage of high-performing potential replacements in all schools - District A: 12%; District B: 17%; District C: 15%; District D: 15%; Low-performing schools - District A: 12% ; District B: 10%; District C: 3%; District D: 9%. Source: District data from SY 2008-09 and SY 2009-10.



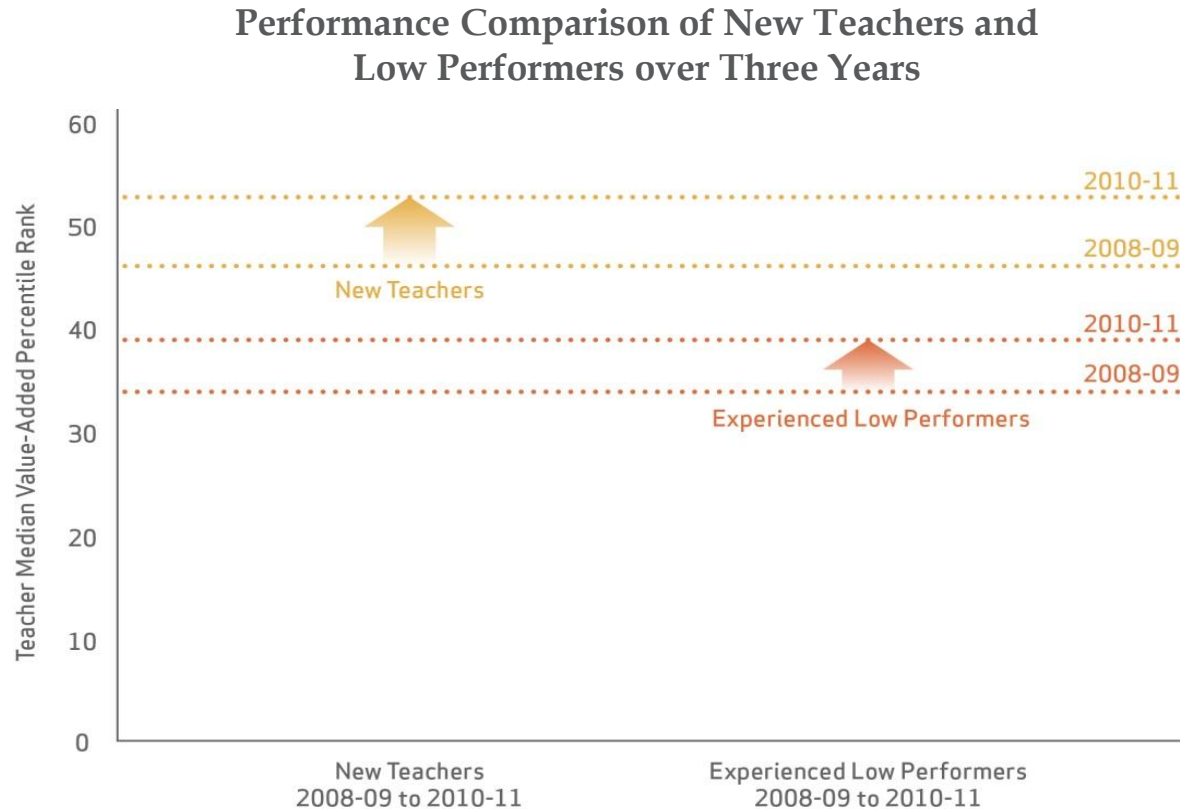
Yet most schools retain Irreplaceables and low performers at fairly similar rates.



Struggling teachers remain for too long: Most have more than 9 years of experience and plan to stay for at least another 10 years.



Low performers rarely improve significantly. Even three years later, most perform worse than the average first-year teacher.



40 percent of teachers with 7+ years of experience are less effective than the average first-year teacher

Chart: Median percentile ranks by population scores in District C; Populations defined in 2007-08. Bottom statement: District A: 44% veterans less effective; District C: 39% veterans less effective. Source: District data from SY 2008-09 through SY 2010-11



Schools have a three in four chance of replacing a low-performing teacher with a new hire who will be more effective right away.

**Likelihood of Improving Instruction by Replacing
a Low-Performing Science Teacher in District C**



When ineffective teachers leave, they are likely to be replaced by higher-performing teachers – even in difficult-to-staff subjects.



The real teacher retention crisis
is not simply the failure to retain
enough teachers.

**It is the failure to retain
the *right* teachers.**



The Causes

1. POOR LEADERSHIP PRACTICES

Principals make far too little effort to retain Irreplaceables or remove low-performing teachers.

2. POOR WORKING CONDITIONS

Poor school cultures and working conditions drive away great teachers.

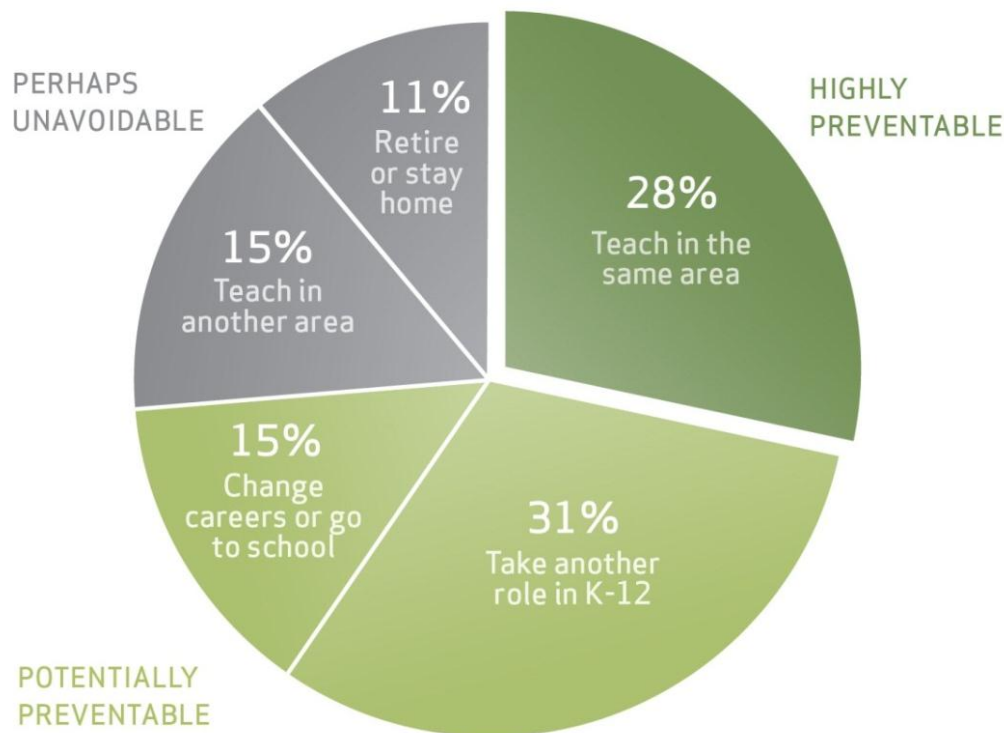
3. COUNTERPRODUCTIVE POLICIES

Policies give principals and districts leaders few incentives to change their ways.



Much attrition of Irreplaceables appears to be preventable.

Next Steps for High Performers Planning to Leave Their Schools
in District A, 2010-11



3 in 4 high-performing teachers with plans to leave their schools say they would stay if their top reason for leaving improved.



There are simple, low-cost steps principals can take that double the time Irreplaceables plan to remain at their schools.

Low-Cost Retention Strategies for Irreplaceables

FEEDBACK & DEVELOPMENT

1. Provided me with regular, positive feedback
2. Helped me identify areas of development
3. Gave me critical feedback about my performance informally

RECOGNITION

4. Recognized my accomplishments publicly
5. Informed me that I am high-performing

RESPONSIBILITY & ADVANCEMENT

6. Identified opportunities or paths for teacher leader roles
7. Put me in charge of something important

RESOURCES

8. Provided me with access to additional resources for my classroom

Top teachers who experience two or more of these retention strategies plan to keep teaching at their schools for *nearly twice as long* (2-6 more years).



However, Irreplaceables report receiving little recognition or attention at the school level – often on par with the *lowest* performers.

Teachers Reporting Recognition at School

“Last year, someone from my school leadership team...”

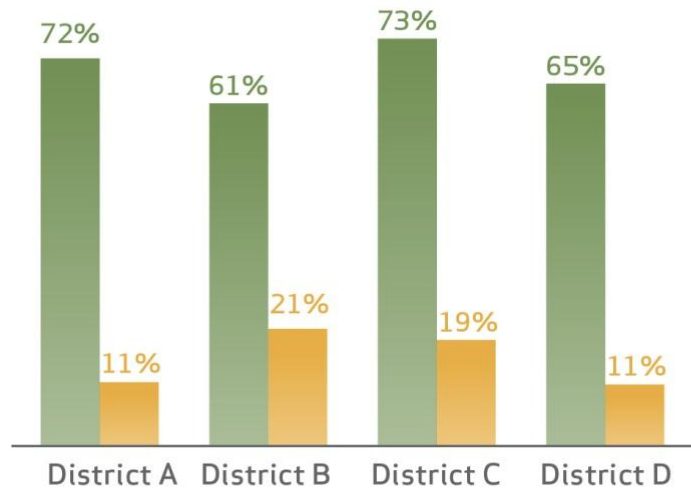


Principals used 7 of 8 top retention strategies at similar rates for high and low performers.

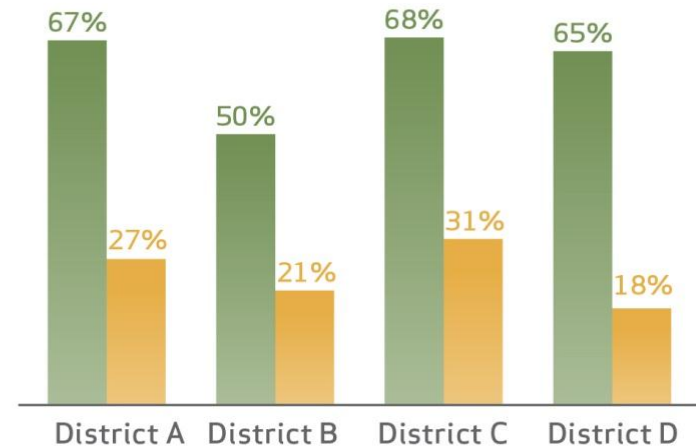


Principals must also create school cultures of respect, trust and rigor, including a low tolerance for poor performance.

Teachers Agreeing:
“There is an atmosphere of mutual respect and trust in my school”



Teachers Agreeing:
“My school leaders take action with teachers who perform poorly in the classroom”



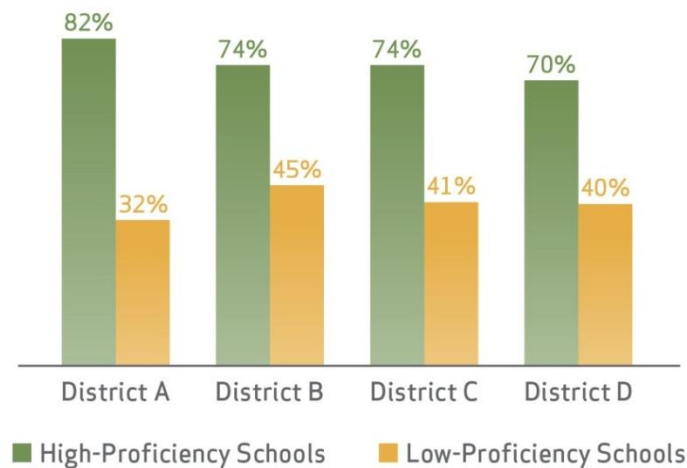
■ Schools with a Strong Instructional Culture (Top-Quartile Schools)
■ Schools with a Weak Instructional Culture (Bottom-Quartile Schools)

In 3 of 4 districts, retention rates were higher at schools where teachers reported a low tolerance for poor performance — yet fewer than half the teachers believed that their own school had a low tolerance.



And low-achieving schools face added retention challenges, as working conditions are perceived to be worse than at high-achieving schools.

Teachers Agreeing: “My school is a good place to teach and learn”



Top Differences in Satisfaction with Working Conditions, High- and Low-Proficiency Schools

School's record of achievement

Parent engagement

Student conduct

School safety

School location

Ability to have a significant
impact on student outcomes

Quality of colleagues



Compounding the problem, districts do little to retain their best and allow bad policies that make smart retention difficult for principals.

“My district has effective strategies in place to retain its best teachers.”



Data from District A.

District policies hinder principals’ ability to manage teachers

Meaningless evaluation systems

Uniform salary schedules

Quality-blind layoffs

Forced placements

Onerous dismissal procedures

“The district does whatever it wants and doesn’t take the school-level decision-makers’ input into account.”

- Principal, District A



**Our teachers deserve a
profession that offers
respect *and* rigor.**

*Leaders at every level helped create the retention
crisis. We all have an opportunity – and a
responsibility – to help solve it.*



Make Retention of Irreplaceables a Top Priority

Retain Irreplaceables



Set clear, public retention targets for Irreplaceables



Overhaul principal hiring support and evaluation to focus on instructional leadership



Monitor school working conditions and address concerns that drive away Irreplaceables



Pay Irreplaceables what they're worth, and create career pathways that extend their reach



Protect Irreplaceables during layoffs

A combination of focused strategies, focused leadership and focused policies will help keep the best teachers in the classroom longer.



Strengthen the Teaching Profession through Higher Expectations

Strengthen the Teaching Profession

1

Set a new baseline standard for effectiveness; dismiss or counsel out teachers who consistently perform below it: **any teacher should be *at least* as effective as the average first-year teacher.**

2

Make it easier to counsel out low performers by creating alternatives to formal dismissal.

3

Remove the policy barriers to higher expectations.

Leaders must address the indifference to performance that has allowed so many ineffective teachers to remain in the classroom for years.

Download the Report

The screenshot shows the Tntp.org website with a green header. The main navigation bar includes 'ABOUT TNTP', 'WHAT WE DO', 'IDEAS & INNOVATIONS', and a blue 'EXPLORE FEATURES' button. The central content area features a large graphic for 'IRREPLACEABLES' with the subtitle '(n.) Teachers who are so successful with their students that they are nearly impossible to replace.' Below this is a green silhouette of a teacher standing behind a row of student silhouettes. To the right, a text box asks 'Sound like someone you know?' and encourages recognizing great teachers by sharing a graphic about the real retention crisis, with a 'Find out more' button. Further right, a 'FEATURED PUBLICATION' section highlights 'The Irreplaceables: Understanding The Real Retention Crisis in America's Urban Schools' and includes a small image of the report cover. Below this, a 'NEWS & PRESS' section lists mentions in USA Today and the New York Times. At the bottom, a navigation bar for 'For:' includes 'Teachers', 'School Leaders', and 'Policymakers'. The 'Teachers' tab is active, showing a text block that says 'Teachers matter. Nothing our schools can do to give every child a great education matters more than giving them great ...' followed by a small image of the report cover, a photo of two students looking at a project, and a blue box for the 'FISHMAN PRIZE for SUPERLATIVE CLASSROOM PRACTICE'.

TNTP reimagine teaching¹

ABOUT TNTP WHAT WE DO IDEAS & INNOVATIONS **EXPLORE FEATURES ▶**

IRREPLACEABLES

(n.) Teachers who are so successful with their students that they are nearly impossible to replace.

Sound like someone you know?

Recognize a great teacher by sharing a graphic about the real retention crisis

Find out more

FEATURED PUBLICATION

The Irreplaceables: Understanding The Real Retention Crisis in America's Urban Schools

How do we keep more of America's best teachers in the classroom?

NEWS & PRESS

USA Today
In most jobs, treating all workers equally is inconceivable.

New York Times
School cultures do not value excellence in teaching.

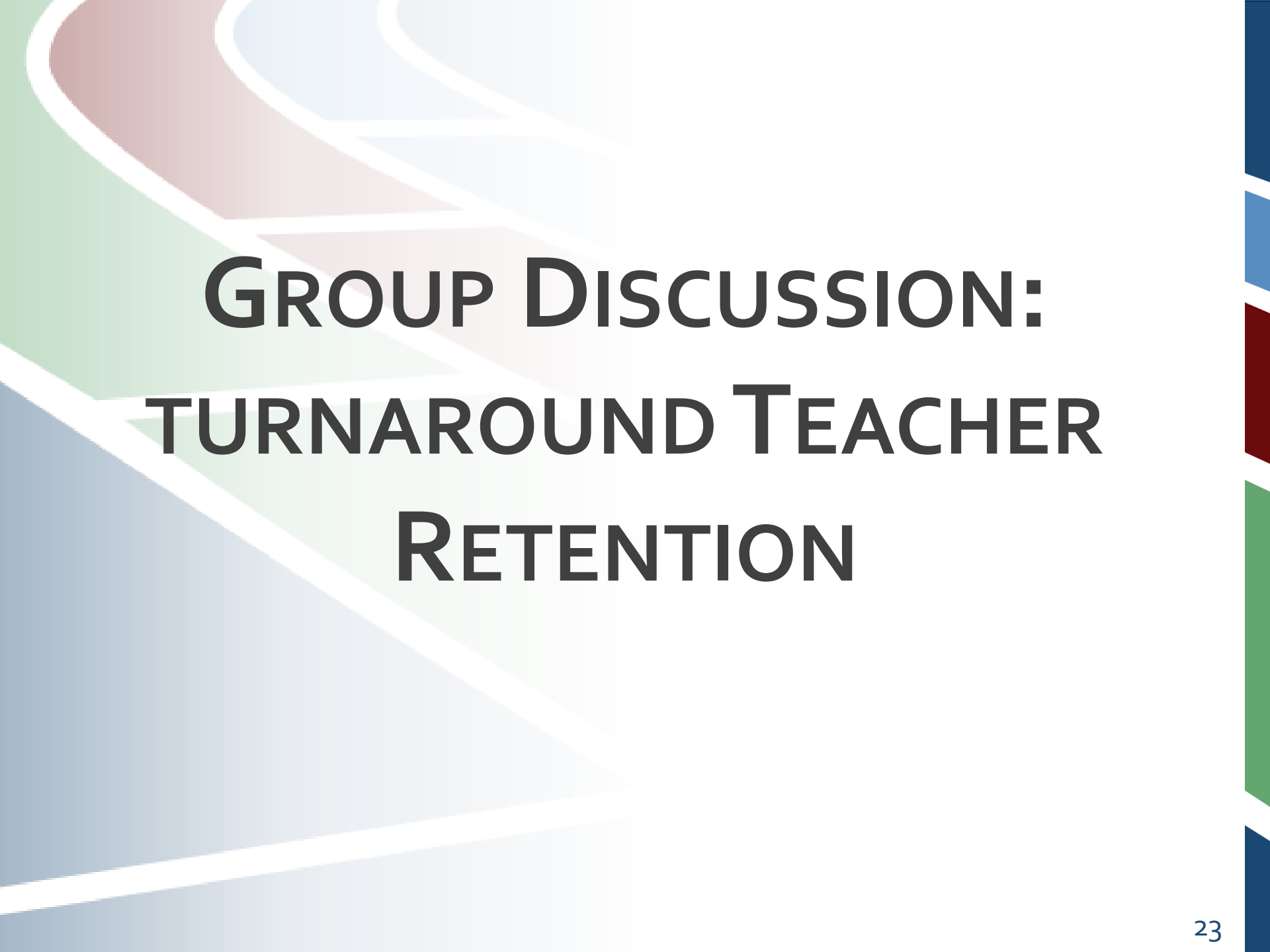
For: Teachers School Leaders Policymakers

Teachers matter.
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THE IRREPLACEABLES
Understanding the Real Retention Crisis in America's Urban Schools

FISHMAN PRIZE
for
SUPERLATIVE CLASSROOM PRACTICE

tntp.org/irreplaceables



GROUP DISCUSSION: TURNAROUND TEACHER RETENTION



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The background features a series of overlapping, semi-transparent geometric shapes in shades of blue, green, and red, creating a dynamic, layered effect. The shapes are primarily located on the left side of the slide, with some extending towards the center. A vertical bar on the right edge consists of several colored segments: dark blue, light blue, red, green, and dark blue.

THANK YOU